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ABSTRACT

A program planning model developed in collaboration with primary decision makers and program planners is described in this study. A 6-month pilot test of the planning document was evaluated by a followup questionnaire of program planners and decision makers. Results indicate that a majority of the respondents viewed the planning model as beneficial. Modified versions of the model are applicable to schools, departmental projects, and the action planning phase of the district's 5-year strategic plan. An annotated bibliography on educational change, long-range planning, planning models, planning variables, and program evaluation contains 32 entries. Appendices contain a proposal for organizational structure, the superintendents' interview form, a planning model checklist, a model monitoring log sheet, and questionnaires. (11 references) (LMI)

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DEVELOPMENT OF A PROGRAM PLANNING MODEL FOR USE BY SCHOOLS AND DISTRICT-LEVEL DEPARTMENTS

by

CLAUDIA C. CRAWN

U.S. DEPARTMENT OF EDUCATION
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A Practicum Report

Submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Educational Specialist.

The abstract of this report may be placed in a national database system for reference.

May/1990

EA 022 511

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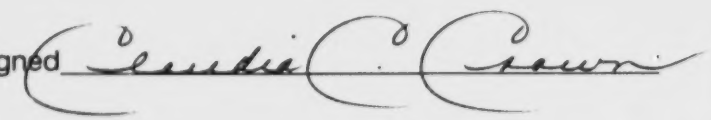
Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, our of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Signed 

Abstract

Development of a Program Planning Model for Use by Schools and District-Level Departments
Crawn, Claudia C. 1990: Practicum Report, Nova University
The Center for the Advancement of Education.
Descriptors: Program Planning/Long-Range Planning/Short-Range Planning/Comprehensive Planning/Educational Planning Model/Planning Guide/Planning Handbook/Educational Change/Decision-Making Process/Program Design/Needs Assessment/ Goals/Objectives/Impact Analysis/Implementation/Monitoring/ Program Evaluation/Educational Management/School Improvement

Increasing student population, changing demographics, increasing community expectations and limited resources have combined in the district under study to warrant modification in the planning of educational programs having districtwide impact or significant cost. Interviews with the executive staff within the organization and their program planners verified the need for change in planning major programs. The focus of this study was the evolution of a Program Planning Model to address this need developed in collaboration with the primary decision-makers and program planners. During formulation of the developmental planning phase of this document, additional components were added at the request of the assistant superintendent for District Planning to include implementation, monitoring and evaluation. After a six-month piloting of the planning document, results were determined by using a follow-up questionnaire for program planners and decision-makers. Because of time constraints, evaluation of the model was based on the developmental planning components only; the operational components--implementation, monitoring, and evaluation--will be evaluated after a three to five year period by the sponsoring department. Results based on the developmental portion of the planning document reveal a high percentage among program planners who are in agreement that the model is beneficial to them as planners and a majority in agreement among decision-makers that the model is beneficial to them as decision-makers. About a quarter in the latter group were undecided about some statements. This view is likely the result of inadequate time to assess the success of long-term decisions based on the use of the model. Appendices include interview questions used to assess need, monitoring log sheet, and evaluation questionnaires.

CHAPTER I

PURPOSE

Chapter I

Purpose

District Setting

When the research for this study began in the spring of 1988, over 95,000 students attended 107 schools in the school district under study. Currently, over 100,000 students attend 110 schools. In anticipation of this increase, from 5,000 to 6,000 students annually, a bond referendum in the amount of $317 million was passed in 1986. Since the passing of this referendum, seventeen new schools have been built in this school district; twenty-two are scheduled to be built over the next few years. In addition to the sixty-eight elementary, nineteen middle, and fourteen senior high schools, nine special schools provide education for students in grades K-12. Moreover, twenty community schools serve more than 150,000 county residents through adult education programs. All high schools are accredited by the Southern Association of Colleges and Schools (SACS). According to "Public Schools: Information for Parents," the county's informational brochure, "[This county] allocates more of the operating budget for development and improvement of instruction than any other comparable district in the state" (3). Full-time equivalency (FTE) expenditure, based on full-time student membership in a district school, totaled $3,600/student at the earliest juncture in this study. Recently, this figure has increased to just over $4400/student. Furthermore, over $2,000,000 in scholarships and cash awards are garnered yearly for the county's graduating seniors.

The largest employer in the county, this school system employs over 13,000 individuals, including approximately 6,000 teachers, 110 principals, and 58 department heads. Within its decentralized system are eleven area administrators servicing schools in three primary geographic regions of the county--north, south, and west--one assistant superintendent for school area administration overseeing these individuals; directors who serve in the areas of management audit, budget, legal services, major school center projects, new school construction, facility design and contracts, facility operations, maintenance and renovations, comptroller's office, personnel administration, information management, recruitment and selection, human resources, research and evaluation, secondary education, elementary education, federal programs, exceptional student education, adult and community education, vocational education, instructional support services, guidance and student services, school food services, purchasing and stores, finance, transportation, cash management, risk management, security, employee relations, and governmental relations; seven assistant superintendents in district planning, facilities planning and management, growth management, personnel relations, district computer services, instruction, and area administration; three associate superintendents overseeing the areas of planning and operations, instruction, and administration; a deputy superintendent; and superintendent of schools, directing the entire operation. Under these divisions are a number of specialists in each department along with support personnel. In addition a non-partisan, elected school board of seven

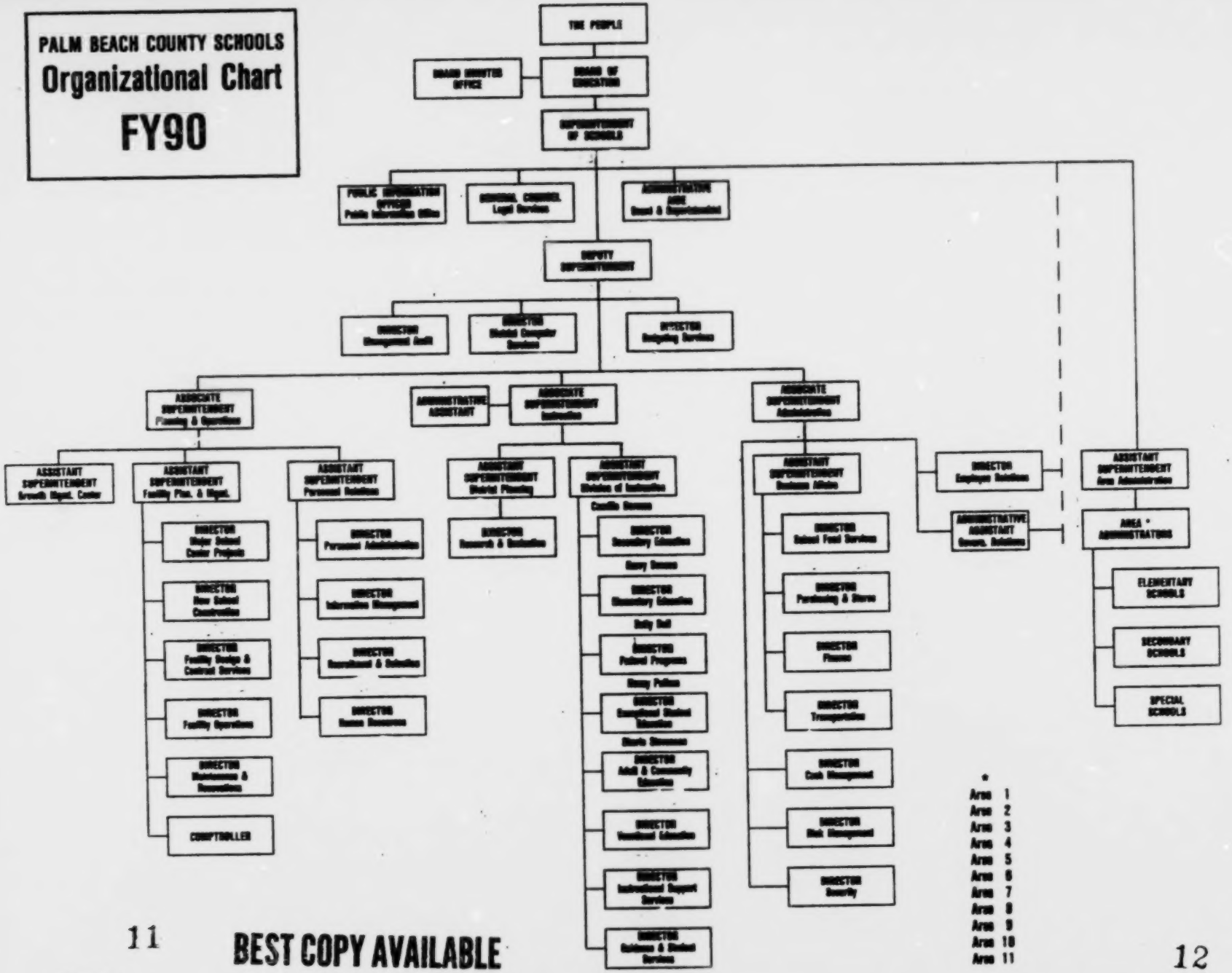
members establishes policy for the school system. Recent legislation, however, may soon change this non-partisan election of board members to partisan. (See Figure 1: Organizational Chart: FY 90)

Departmental Characteristics

The District Planning Center was established by the district's school board on October 5, 1987. The fundamental purposes of the Center are outlined in the Superintendent's proposal to the Board in the October 5, 1987, board report (see Appendix A:65--Proposed Organizational Structure, FY 88):

- to coordinate and monitor systemwide, long-term and short-term strategic planning efforts;
- to conduct research on topics of critical interest;
- to prepare reports on specific subjects;
- to assess the impact of decisions of fiscal/ personnel resources, facilities, and the instructional program;
- to analyze feasible alternatives for proposed actions;
- to participate in inter-agency planning;
- to identify resources available through federal, state, and private agencies to assist in the program planning and implementation process;
- to communicate with designated staff members, community representatives, business leaders, and legislators on pertinent educational matters.

PALM BEACH COUNTY SCHOOLS
Organizational Chart
FY90


THE PEOPLE
BOARD OF EDUCATION
DEPUTY SUPERINTENDENT
ASSOCIATE SUPERINTENDENT
ASSISTANT SUPERINTENDENT
ASSISTANT SUPERINTENDENT
ASSISTANT

The primary objectives stipulated in the proposed structure for the department included the following:

- to establish a viable mechanism for coordinating and monitoring long-term and short-term systemwide planning efforts;
- to streamline specific departmental functions to ensure efficiency;
- to realign specific departments to improve communication, service, and planning.

Four educational planning specialists work under the direction of the assistant superintendent for district planning. Each of these individually specialize in the areas of communications, facilities, instruction, and personnel. Although the District Planning Center was organized along the lines of a "team approach," the author's input focuses primarily on the instructional implications of districtwide decisions. Some of the author's tasks include creating a research bank; compiling vital statistics in the area of instruction; studying and reporting on the impact of various major program proposals on the district's numerous publics; coordinating initial efforts toward developing the district's new five-year strategic plan; providing assistance to district schools and departments whose supervisors may be working on major program planning efforts; and providing recommendations and objective insights into program ideas as a result of requests from board members and other administrative personnel.

At the time this study was initiated, the structure of district planning operations consisted of three primary operational branches: the District Planning Center, the

Department of Human Resources, and the Department of Research and Evaluation. Currently, however, the structure of district planning operations excludes the Department of Human Resources, now falling under the supervision of personnel relations. In addition to the District Planning Center, then, the Department of Research and Evaluation currently falls under the district planning umbrella. This latter department consists of a director and six specialists in the areas of accountability, statistics, testing and measurement, all honing in on measurable research support for all departments within the district. In addition, a 'teacher on loan' assists with research needs of the department.

As new programs can theoretically be created by any spoke of the district wheel of departments, the District Planning Center interacts with each of these entities as the need arises. In addition, periodic meetings with the Superintendent's Staff are necessary as new programs are introduced to the Staff for analysis.* Input in the form of technical assistance and output in the form of executive reports are required of the District Planning Center as these new projects are presented to the Superintendent's Staff and to the School Board for final adoption. Following such

*The Superintendent's Staff consists of the following individuals: Superintendent, Deputy Superintendent, three associate superintendents, seven assistant superintendents, the director of budgeting, the administrative aide to the superintendent, the school board attorney, the Board secretary, and three representative principals from elementary, middle, and high school levels.

adoption, the District Planning Center, along with the Department of Research and Evaluation, is also responsible for periodic monitoring of approved programs and for evaluating and making recommendations when the predetermined time arrives for making such assessments.

Identification of the Problem

Due to the county's expanding population and concomitant growth rate in its school system, the district's demographics have been rapidly changing. (See Figure 2: District's Fifth Month Membership History.) Departments within the district have attempted to cope with the problem by providing new programs to meet new needs. (See Table 1: Summary of Staff Report and Board Report Major Program Requests--May-October, 1988.) As a result of these increasing responsibilities, departments have become burdened, unable to provide human resources due to limited number of personnel and/or lack of time in order to monitor programs, unable to assess clearly the best potential programs up for consideration by the Superintendent's Staff, and unable to focus on future programs to meet future needs. The lack of direct technical assistance, support, and management guidance within the district made it critical that a method be created to help develop district programs based on as many input considerations as were available and within available funding for such programs.

Because of the one hundred percent discrepancy which follows from the lack of a consistent methodology for assessing program worth and because of limited

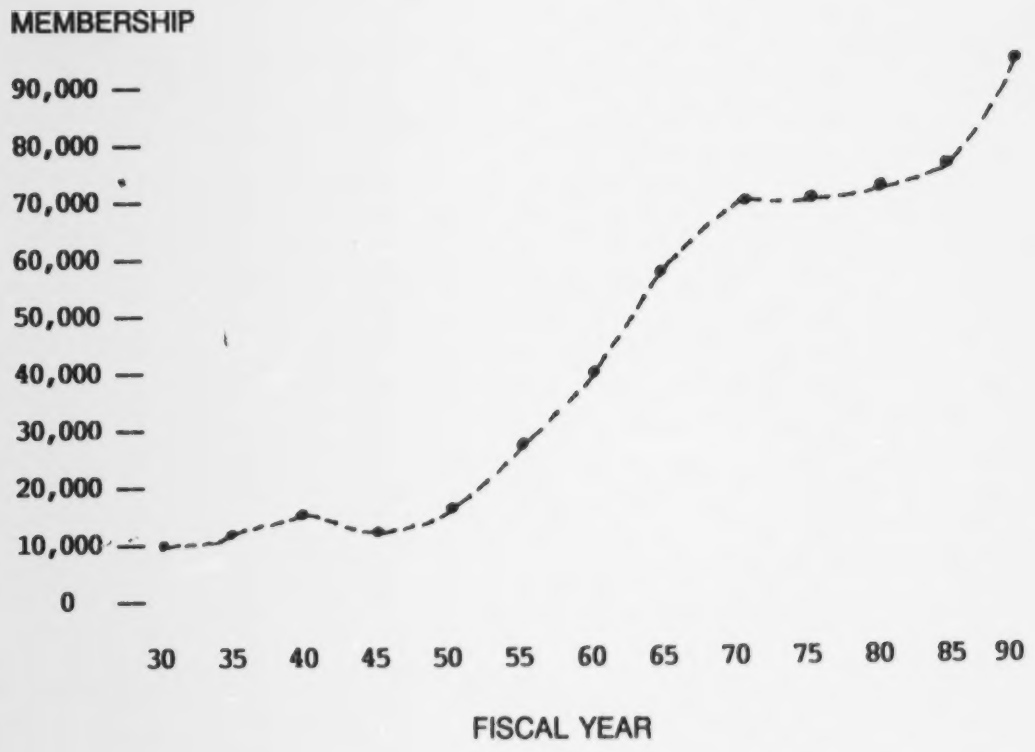


Figure 2

District's Fifth Month Membership History

Provided by the Growth Management Center

Table 1

Summary of Staff Report and Board Report Major Program Requests
(May - October, 1988)

The following numbers represent program requests which could have had significant cost or districtwide impact and could have incorporated the use of the Program Planning Model before being presented to the Superintendent's Staff and/or Board Members.

STAFF REPORT TOTALS		BOARD REPORT TOTALS	
May 9	1	May 4	3
May 23	4	May 18	4
June 6	0	June 6	2
June 27	1	June 15	2
July 11	0	July 6	4
July 25	0	July 20	0
August 8	0	August 3	1
August 29	2	August 17	0
September 12	1	September 7	3
September 26	1	September 14	8
October 10	0	October 5	0
October 24	1	October 19	0
Staff Reports Subtotal:	11	Board Reports Subtotal:	27

Total Number of Major Program Requests: 38

resources within individual departments, a consistent planning format and guide were warranted so that planners could plan comprehensively and so that decision-makers could have at their disposal the most relevant information in an accessible format for quick review. The purpose of this study, then, was twofold: 1) to design a program planning model in order to assist the departments in the proposed school district to write complete yet streamlined proposals for consideration by the decision-making body, the Superintendent's Staff and 2) to develop accompanying guidelines and handbook in order to maximize understanding of each section in the model.

Problem Evidence

The creation of the District Planning Center in anticipation of meeting the challenges proposed in the identification of the problem above was first-hand evidence that organizational direction in planning was needed in this school district. As the opening statement of the October 5, 1987, board report clarified (See Appendix A:65--Proposed Organizational Structure, FY 88):

> Structural changes in our organizational plan are proposed in an effort to continue to strengthen the quality of services provided by the Superintendent's office, the Deputy Superintendent's office, and the Divisions of Planning and Operations, Instruction, and Administration. The dramatic increase in district responsibilities resulting from our extensive building and renovation program, the implementation of a comprehensive administrative/instructional computer system, increased state mandates, and specialization of departmental and school center functions require that changes be made to meet current and future demands.

Along with this written documentation of the need to confront current and future demands on the school system, an interview conducted on February 19, 1988, with the Assistant Superintendent of District Planning revealed further proof of the need for a program planning model.

According to the Assistant Superintendent, the methodology established prior to the planning center's creation included a "comprehensive plan through the budget office" although each department was also responsible for formulating a set of "excellence goals" for its own office. These goals were five-year oriented; the 1988-89 school year was the fifth year in which goal attainment was reviewed by individual departments. Hence, the Assistant Superintendent suggested, the date of this initial interview was the "perfect time" to begin anew. This time, however, she suggested that both a procedure for anticipating oversights and a method for monitoring progress were needed in order to ensure that goals will have been attained and in the most efficacious way possible.

Challenges confronting the school system which the District Planning Center would be attempting to address included the following, according to the Assistant Superintendent:

~ *The lack of clear-cut communication strategies --schools to departments, individuals to individuals, and district to public.*

The Assistant Superintendent explained that decisions were often made which impacted various segments of the system, yet many times responsible individuals did not feel that they were receiving

appropriate information or that it was not given in a timely fashion in order for them to interact properly with the decision in mind.

~ *The lack of proactive measures to deal with challenges facing the system.*

The Assistant Superintendent indicated that meetings with county commissioners, representatives from municipalities, and from the general public on major decisions would allow the district to anticipate potential difficulties, assess their impact, and address the method to facilitate easing of the impact.

~ *The misconception by some staff members outside of the department that the primary function of the department was one of forecasting rather than of supporting other departments and schools.*

Becoming involved in the assessment and monitoring of current and proposed programs would document the present-rootedness of the department. Consideration of trends would not be excluded but would play a minor role in the overall workings of the District Planning Center according to this administrator.

~ *Due to size of district, the need to keep better accounting of programs.*

Oftentimes subjective feelings about a particular program squelched an objective assessment of a program's effectiveness or worth. The Center's provision of assisting with needs assessment, prognoses, monitoring methods, and evaluation methods would encourage unbiased selection of programs and would provide for external accountability.

This administrator clearly believed, as the above comments suggested, a need for proactive approaches in the District Planning Center such as a program planning model would afford. Officials in even higher levels of administration concurred with this assessment. Interviews with the Superintendent, Deputy Superintendent, and the three Associate Superintendents reflected this identical charge. (See Appendix B:66--Superintendent's Staff Interview - I.)

Some of the key points expressed in these latter interviews included comments relevant to the establishment of a planning guide. One associate specifically claimed that "[we] need a developmental plan in cooperation with divisions." All administrators who were interviewed expressed the belief that the district needed to address impact "more thoroughly" and that staff members needed to work on "communicating." Further, "because of the size, diversity, and complexity [of the district], we need a central location which helps to plan short and long-range." The associate who made

this claim also suggested that a "model" was needed to "examine" and "evaluate programs." Another associate reported that "increasing needs and diminishing resources" necessitated a method for more "circumspect" planning. Finally, the associate for business affairs advised that "People who...are implementing [the program] or are directly affected by the program should be included in planning." Moreover, he suggested, "We need a quick way to see key information prior to decisions being made."

Aside from these very direct and clear comments regarding the need for a planning method which could direct our district's program planning efforts, comments resulting from interviews with the entire body of the Superintendent's 22-member staff also reflected this same concern. (See Table 2: Prioritized Ranking of Program Proposal Variables; Table 3: Top Five Variables Most Often Omitted in Program Proposals; and Appendix C:67, Superintendent's Staff Interview - II.) As Table 2 reveals, one hundred percent of the Staff concurred that establishing need for the program was of utmost importance. Closely following with ninety-five percent, ranking as second, was a consideration of the budget. Seeking funding and determining impact were listed equally as a third priority. Interestingly, planning variables listed as top priorities in Table 2--funding, budget, and impact--were also listed in Table 3 as three of the five top planning variables most often omitted from program proposals. This finding clearly demonstrates that some current program proposals were not comprehensively being planned according to the reviewing staff.

Table 2

PRIORITIZED RANKING OF PROGRAM PROPOSAL VARIABLES

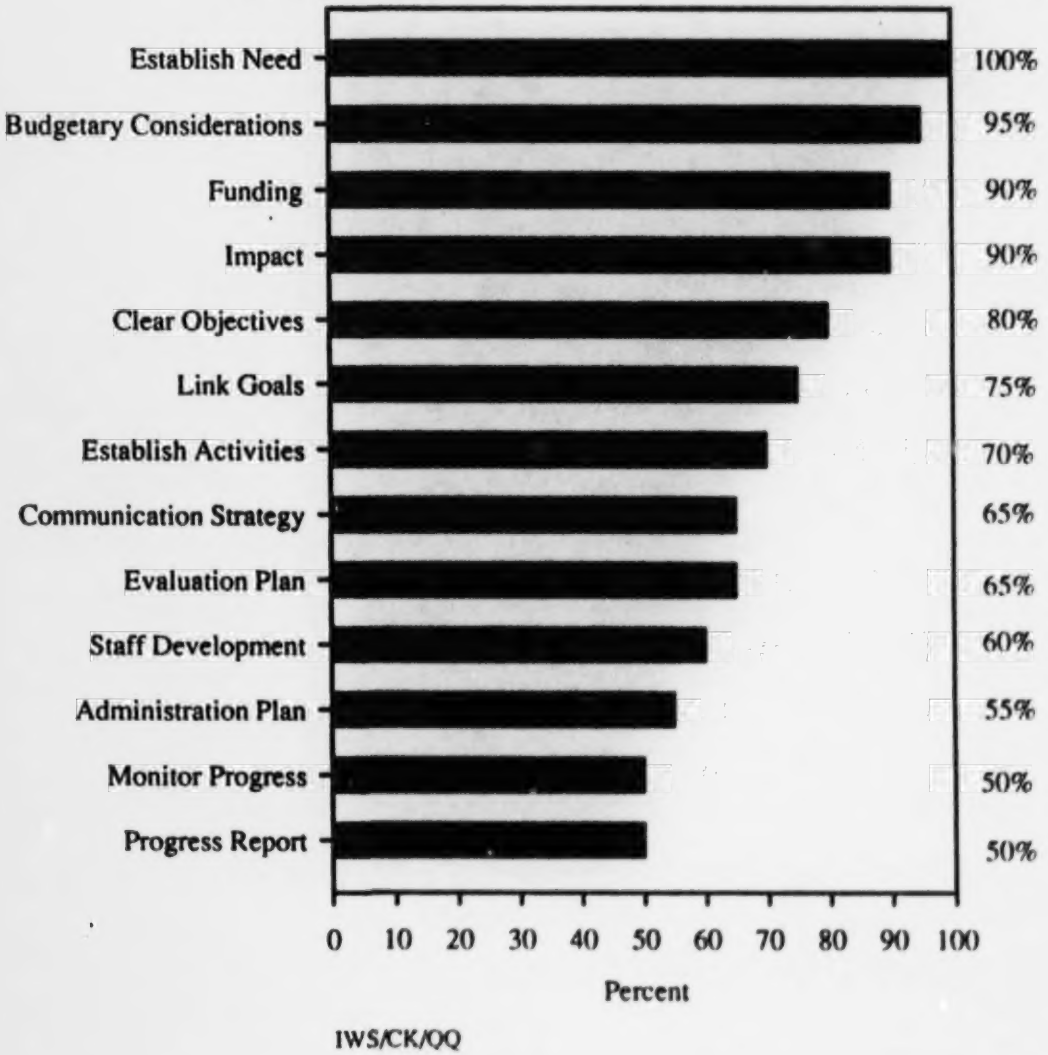


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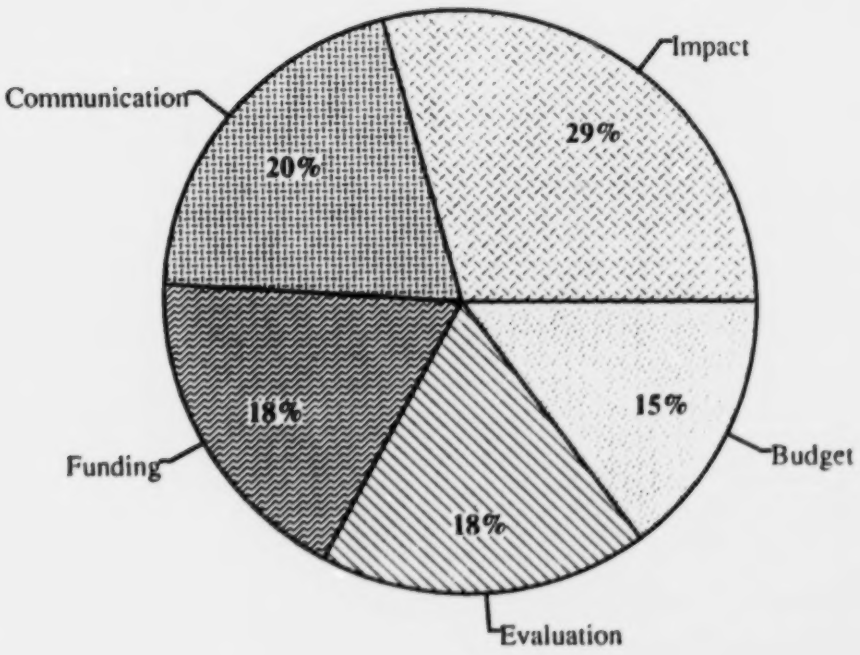
Table 3

TOP FIVE VARIABLES MOST OFTEN OMITTED
IN PROGRAM PROPOSALS



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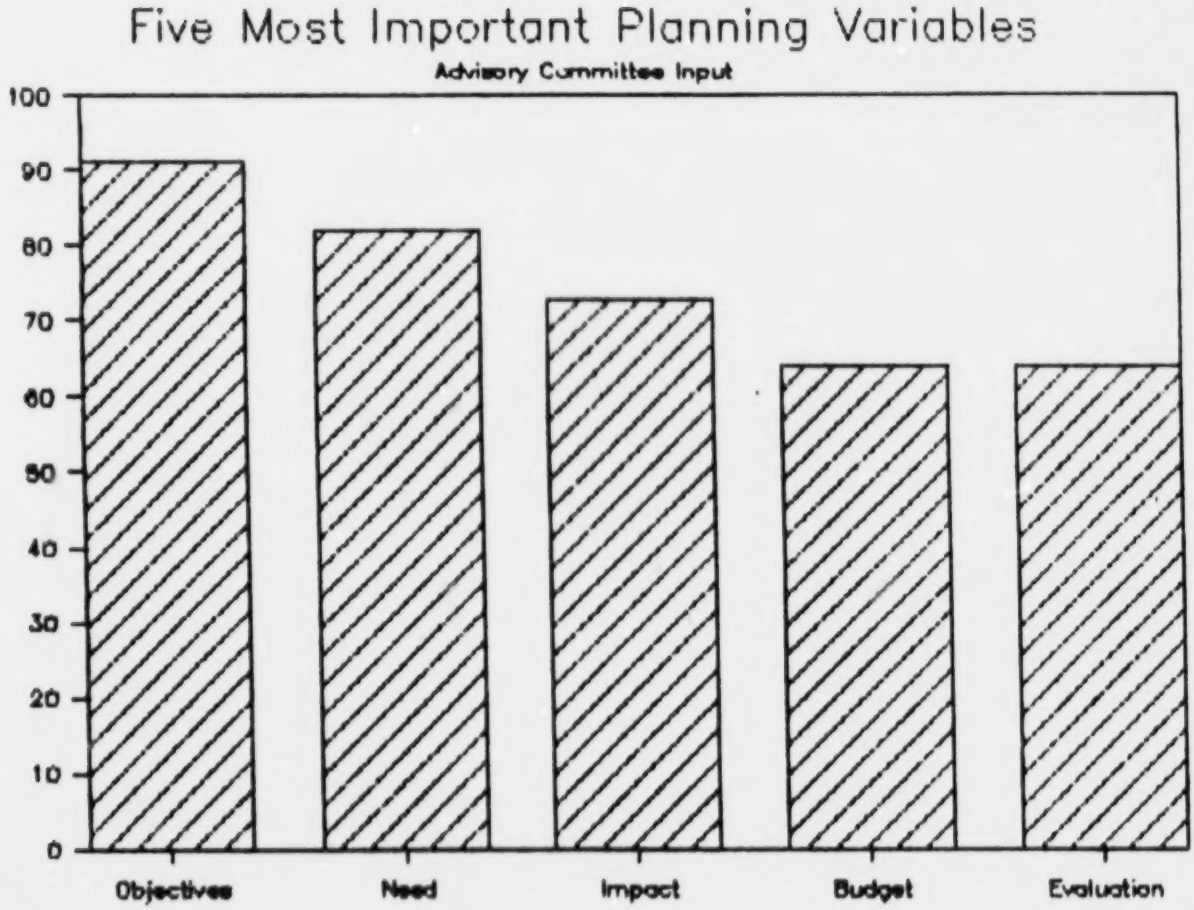
Results similar to those of the Superintendent's Staff were drawn from the input received by the Program Planning Advisory Committee, an advisory group created especially for the purpose of providing recommendations on the development of the model.* According to Table 4: Five Most Important Planning Variables: Advisory Committee Input, of the five "most important planning variables," identifying objectives, establishing need, determining impact, assessing budget, and providing an evaluation plan were ranked in that order. Ironically, again, impact and budget were listed in the top five; yet the Superintendent's Staff agreed with the advisory group that these two variables were most often omitted from proposals.

Some final pieces of evidence offering proof of the need for a program planning guide were the Staff Reports and Board Reports which identify requests for new programs. A review of these reports over a six-month period prior to this study revealed some startling findings. On the average over those six months, six new programs which had the potential for districtwide impact were presented to the Superintendent's Staff or Board every month for their consideration. (Recall Table 1: Summary of Staff Report and Board Report Major Program Requests: May-October, 1988.) The difficulty and limitations of the present system in dealing with these requests were evident in all of these various proofs in the identification of the problem.

*The Program Planning Advisory Committee consisted of the following individuals: Assistant Superintendent of District Planning, nine directors, one area administrator, three principals, and the author, educational planning specialist for instruction.

Table 4


Five Most Important Planning Variables
Advisory Committee Input
100
90
80
70
60
50
40
30
20
10
0
Objectives
Need
Impact
Budget
Evaluation

The Program Planning Model would address these diverse needs in two fundamental ways: 1) by helping planners to plan in an anticipatory and comprehensive fashion and 2) by helping to make these comprehensive program proposals as streamlined as possible so that the reviewing staff could have a thorough, accessible overview of key program concepts before these decision-makers determine the merits of proposed programs.

Outcome Objectives

Two outcome objectives accompanied the proposal for this study which was previously outlined under the identification of the problem:

- Over a period of six months, at least 80% of developmental plans for programs which have districtwide impact will be created with the use of the Program Planning Model as measured by a comparison of staff and board report assessments for that six-month period to the numbers of proposals submitted to the Superintendent's Staff.
- At the end of the six-month pilot period, a majority of Superintendent's Staff members and program planners will indicate that the model has contributed positively to the district's planning and decision-making processes as determined by a Staff and program planners' questionnaire which reflects an 80% positive response on the evaluation form.

It was proposed that the above outcome statements would reduce or eliminate problems addressed in the previous section entitled "problem identification" as follows:

~ *Lack of Communication Among Personnel*

As an "outside" agency which has as one of its charges the effort to enhance communication among groups in the district, the District Planning

Center would be able to help departments foresee communication pitfalls with the use of the Program Planning Model. This task would be achieved by the model's ensurance that each department physically documents in written form all parties to be contacted, all information to be presented to these contacts, and a time-frame around which to present the information to these individuals prior to program implementation.

~ *Attempts by the District Planning Center to be Proactive rather than Reactive*

Preventive measures would be more easily developed as the Program Planning Model is implemented since it would provide a method for assessing all important aspects of a decision prior to its being made.

~ *Potential for Faulty Perceptions of the District Planning Center's Primary Function as Being one of Forecasting Rather than as Assisting*

The possibility of a misconception of the department's exclusive 'forecasting' characteristic would be eradicated as department directors utilized the Program Planning Model and received support from the Center in their efforts to have proposals approved by the Superintendent's Staff. Such support would also reinforce the 'present orientation' of the department as well as its pragmatic nature.

~ *The Expansion of the District Fosters Need for Greater Accountability and Service*

Better accounting of programs would be undertaken since the Program Planning Model would request a provision for monitoring and evaluating programs prior to program implementation.

CHAPTER II

RESEARCH AND SOLUTION STRATEGY

CHAPTER II

Research and Solution Strategy

Although many school districts across the country have implemented planning organizations within their structures and have adopted evaluative methods and models for improving the effectiveness of their programs, none exist that the author has discovered which outline a "how to" on the development of such models. Rather, one can find guides for internal review of systems (Lennon and Merton, 1981); administrative planning handbooks for specific programs, such as vocational-technical education (Dyrenfurth and Dunlap, l981); manuals for continuing education evaluations by departments of education (Rusnell, 1985, British Columbia Department of Education); long-term planning models such as PERM (Lucco, 1980); and even program designs for special groups such as American Indians (United Tribes Educational Technical Center, 1982). Despite this lack of a generic design and outline as to how to develop it, much can be gleaned from such disparate studies as those listed above. One logical place with which to begin is an understanding of the key to making change palatable to those most affected by it.

Before an actual preplanned, plotted model can be implemented in a school district setting, one must be apprised of the targeted group's attitudes towards change in their environment. As Reid (1987, 10) states, the successful key to reform "lies in

understanding why the basic tendency of institutions is towards the preservation of established practice." One must acknowledge, Reid goes further, that a "social system" exists within an organization which cannot easily be altered; within this "system" participants have knowledge of "theory," (a notion as to why they are there) and of "technology," (the knowledge of how to do what they think must be accomplished), (11). Once these molds are set, it is a difficult feat, indeed, to reshape them. One way, says Reid, is to appeal to the individual's sense of "virtue," the rising above individual gain to the greater good of the larger group. As Reid attests, however, "specialization is hard to reconcile with virtue," (13-14); and in this modern age the more specialist-oriented we become, the more difficult it is to adapt to change and approve the higher good.

Yet change will come; and, if not the extreme of a Toffler or a Naisbitt, it will nevertheless alter attitudes which will, in turn, attempt to alter other attitudes to meet suit. Already the current is bringing forth vast demographic changes. In his "The Urgency for Change" presented at a strategic planning conference, Cook (1986) indicated that three primary demographic changes are already greatly affecting our society: the aging of the population, the diversification of the family unit (60% of children born today will live with one parent); and the transition "from a nation with minorities to a nation of minorities" (by 2,000 one-third of the population will be minorities), (15). This school system is already experiencing this transition as more and more students enter this district's schools at the rate of 5,000 annually. How school

districts address this challenging influx will be determined, if not wholly then at least in part, by their strategic planning and program planning efforts. Where best to put limited resources will dominate school districts' focus in the future; hence, accountability will play a more vital role in overseeing placement of these dollars. As Lucco (1980) believes, "Inflation, public pressure and recent legislative actions have forced local education agencies (LEAs) to scrutinize closely their use of shrinking education dollars. In order to plan effectively and efficiently, educators must be able to determine which programs really work" (3).

Without employee allegiance to the higher social purpose of the organization or the vision which accompanies such an allegiance, it would be very difficult to fulfill needs of the larger group or even to know if progress is being made toward that fulfillment. Warner (1979), former Chairman of the Board for Mobil Oil Corporation, believes that "managing by objectives" (M.B.O.) can safeguard against this potential hazard. Warner proposes a four-component approach in order to move toward success in any organization: set objectives and define a method for evaluating them; develop an action plan for achieving those objectives; coach, including monitoring, securing information about what is being accomplished, and suggesting corrective action at intervals; and appraise performance. Although quite simplistic, almost every evaluative model that the author considered included these four basic steps. Although it was intended as a method for evaluating success of a large organization, Warner's can also serve as a model for implementing program designs in a school system. Yet

recent changes such as those outlined by Cook and others create special problems for educators assessing the validity of their own systems:

> In the past, a few key individuals within a district could single-handedly make rational plans. Today, however, there is an overabundance of relevant data, the level of educational technology is constantly changing, and new, effective programs are being developed almost daily. Schools are being asked to solve broad, complex social problems and to serve an increasingly diverse clientele--student, parent and community. For these reasons education must employ a more rational, systematic means of decision-making.
>
> (Lucco, 4)

As a result of this evolution of increasing social complexity, information explosion, and limited resources, assistance in the design, implementation, and evaluation of programming in our schools becomes increasingly essential. Guidance in the form of the Program Planning Model will assist in this regard.

Reasons for Selecting Strategy

As the research literature indicated, much that has been written of late on program effectiveness and efficiency in educational planning points to internal and external collaborative efforts. The Program Planning Model would allow for the initiating department to have most input in the beginning stages of the proposal while allowing the group to utilize the District Planning Center's technical assistance needed to support the proposal. In addition, the higher 'governing body,' the Superintendent's Staff, would have all information at its disposal to make a fitting decision regarding its recommendation and would be able to review all documents equitably since all would follow a consistent format, supplying all essential input.

CHAPTER III

METHODOLOGY

CHAPTER III

Methodology

Time Factor

Although the six months to implement the program from workshop to a developmental plan surpassed the l0-week period, this time-frame did ensure adequate piloting of the developmental portion of the Program Planning Model. If the model were to be implemented and evaluated in its entirety, three to five years would have been warranted. For the purposes of this study, this time-frame was not feasible, however.

Material Costs

Costs to the school district approximated $5000 to produce this document. These costs included graphics and printing assistance--250 copies of snap-flap notebooks, 250 copies of the 5 1/2" by 8" handbook, 250 copies of planning worksheets with instructions and samples on the reverse, and 250 copies of guidesheets on each of the six "focus areas": Focus I: Needs Assessment; Focus II: Program Design; Focus III: Goals and Objectives; Focus IV: Methods; Focus V: Impact; and Focus VI: Budget, as well as other "notifiers" and "checklists." The 250 copies were distributed to all 110 school principals, to the 58 district department heads, and to other program planners as needed following an extensive workshop on planning and on the use of the model.

Political Considerations

The primary political considerations in developing this planning model were those within the school district itself. As stated in the research literature, it is often difficult initially to convince many that change can ultimately assist in the successful attainment of one's goals. Early in this process, some concern and resistance to this concept were expressed. However, over time and with information provided on the importance of this type of planning stressed during workshops, many negative perceptions about the use of the model have diminished.

Legal Considerations

Ensuring that departments follow federal, state, and district mandates and that proposed programs fall within these parameters are an adjunct function of the District Planning Center. To apprise the district's departments of such guidelines as they present proposals to the Staff is a benefit both to the district as a whole as well as to the proposing department. This foreknowledge would alleviate any negative consequences that may follow from the lack of knowledge of such mandates. The Program Planning Model would be of assistance in the accomplishment of these ends since the District Planning Center would be aiding departments as they complete the program appraisal section of the model and would be reviewing completed appraisals after they have been conceptually approved by the Superintendent's Staff. (See Appendix D:68--Developmental Program Planning Checklist.)

Why the Program Planning Model is Appropriate

As indicated in the explanation of "problem evidence," the 1988-89 school year marked the end of the five-year period in which "excellence goals" were assessed by individual departments within the district. The timing--the 'beginning anew' in our assessment of program implementations--not only fit perfectly into the calendar, but departmental personnel were slightly more predisposed psychologically to a change at the end of a logically pre-set period. Beyond the appropriateness of the timing rested the chief characteristics of the model itself: 1) it would be assistance and guidance-oriented, in that it would encourage departments to utilize outside help, especially the skills and technical assistance of the District Planning Center and the Department of Research and Evaluation; 2) it would be comprehensive, in its inclusion of an array of important variables approved by Superintendent's Staff and Program Planning Advisory Committee members that departments might overlook were they not included in such a compact document; and 3) it would be consistent and equitable, in that all departments utilizing the document would attend to a consistent framework as all other departments so that one proposal might not be considered 'more complete' than any other as their ideas are presented to the approving staff.

Time-Line

The time-line on pages 30-32 explicates the sequencing of activities, and identifies participants, responsibilities, tasks, human resources, and material resources in the

order that implementation activities were completed. These areas were indicated as follows:

WEEK ACTIVITIES PARTICIPANTS ROLE TASK H.R.* M.R.*

* Human Resources

** Material Resources

Implementation Challenges

While the initial tasks associated with the development of this planning model were followed in the order presented in the time-task calendar of events, several unforeseen obstacles delayed the implementation of the pilot as planned. In the incipient stages of determining need, the Assistant Superintendent for District Planning had decided against pursuing a departmental survey of needs so early since the planning center had just recently been created. Interviews with the Superintendent's Staff were permitted, however. In addition to input from this decision-making group, the Program Planning Advisory Committee added a great deal of information to planning needs early into this project. Many different types of planning variables had been gleaned from the research. These were presented to both groups to determine the specific needs of the district under study. Questions were asked of each pertaining to the variables considered most essential to program planning. From these individual Staff interviews and input in group form from the advisory committee, the original sixteen generic variables were honed to nine. These included needs assessment,

IMPLEMENTATION SCHEDULE

WEEK	ACTIVITIES	PARTICIPANTS	ROLE	TASK	HUMAN RESOURCES	MATERIAL RESOURCES
1	Interview	Superintendent Deputy Super. 3 Assoc. Super. Asst. Super./DPC*	To supply information re: district planning	Analyze feedback		
1	Review board reports creating DPC	Author	To supply information on establishment of DPC	Identify goals and objectives		Board Report, 10/5/87
1-2	Review board and staff reports last six months	Author	To supply information re: # major program requests	Identify # of major program requests		Board/Staff Reports (May-October 1988)
2	Name advisory group based on associate assignment	Asst. Super/DPC 9 Directors 1 Area Administrator 3 Principals Author (Planning Specialist/Instruction)	To assist with stages of planning model's creation	Create an on-going advisory group to provide input as needed	Asst. Super./DPC	
2-3	Interview	22-Member Superintendent's Staff	To supply input re: type of model needed	Interpret interview results	DPC Specialists	
3	Meet with advisory group	See Week 2	To discuss interview results/give recommends.	Write consensus of group as to model type		
3-4	Plan preliminary outline of model	Author	To organize layout	Design skeleton of planning model		Sources/bibliog.

IMPLEMENTATION SCHEDULE

WEEK	ACTIVITIES	PARTICIPANTS	ROLE	TASK	HUMAN RESOURCES	MATERIAL RESOURCES
4	Send copy of draft to adv. grp.	See Week 2	To preview preliminary version of model	Allow time for committee to analyze draft		15 copies of model
5	Meet with advisory committee	See Week 2	To give input on design	Note comments/ addition/deletions		
5-8	Finalize program planning model design	Author	To follow consensus of group input	Edit and make adaptations for intermediate draft		
8	Meet with Asst. Super./DPC	Asst.Super./DPC	To assess design for department	Verify design follows recs. of adv. group	Asst. Super. Specialists Secretary	5 copies intermediate draft
8	Edit intermediate copy	Author	To correct minor errors	Create 'perfect' copy	Same as above	5 copies of edited version
9	Send copy of pilot to Super. Staff	22-Member Superintendent's Staff	To review copy for pilot	Provide input	Secretary	22 copies of draft
10-12	All Super. Staff return document with changes	22-Member Superintendent's Staff	To consider changes	Provide specific feedback		
12-13	Make final revisions as needed based on Staff's recommendations	Author	To address concerns expressed by Staff	Assess and make needed changes	Asst.Super./DPC Specialists Secretary	5 copies of revised pages

IMPLEMENTATION SCHEDULE

WEEK	ACTIVITIES	PARTICIPANTS	ROLE	TASK	HUMAN RESOURCES	MATERIAL RESOURCES
14	Send copy to print shop	Author	To expedite printing of model	Explain copying needs		
14-15	Plan workshop presentation	Author	To explicate use of planning model	Design presentation	Asst.Super./DPC	
16	Collect copies of model from print shop	Author	To review printshop work	Ensure that directions have been followed		
17	Present workshop	Author Key Members from each division and school level	To impart info. about use of the model	a. Intro. advisory committee b. Share design strategy c. Explicate usage d. Distribute copies of model e. Explain procedures		School site for meeting; copies of planning packet
18-41	Depts./Schools implement usage of program planning model	107 Principals 45 Dept. Heads	To pilot program planning model	Follow guidelines established by advisory group and approved by Super. Staff	DPC Staff	250 copies of model
42-43	Evaluation of model	22-Member Super. Staff and Users of the model	To give input as to use of the model	Determine attitudes re: benefits	Statistician Dept. Research & Evaluation	250 evaluation forms

program design, goals and objectives, methods, impact, budget, implementation, monitoring, and evaluation.

Initially, the direction of this planning model was developmental in nature--to help planners develop that portion of the plan between a major program idea and the implementation of that idea, referred to as the 'evolution of the idea' in the Program Planning Handbook (See Handbook, Page 5). As the design began to emerge, however, the Assistant Superintendent felt that other components should be a part of the model. These included implementation, monitoring of the program, and evaluation, in combination referred to as the 'operational plan' in the Handbook. As a result of this addition, several months were needed to work in conjunction with the staff from the Department of Research and Evaluation, in particular, its director since this department would be instrumental in assisting planners to design monitoring and evaluation plans for their programs. Further, during this interval, increasing demands on the department from the Deputy Superintendent, Superintendent, and Board, as well as some departments and schools, prevented continuous attention to the model's development. When the time finally arrived to present a draft to the Superintendent's Staff and Program Planning Advisory Committee in the fall of 1988, its pilot was many months behind schedule.

Another set-back occurred upon presentation. Each group was asked to approve the draft tentatively pending the pilot period, but both groups felt that the

model needed streamlining. Although comments indicated that it was a very thorough document, for many it was not 'friendly' enough and too book-like. How best to package the document became the issue. After giving this concern serious consideration, it was determined that the model should be divided into sections, each with a different function. One section would contain guidesheets which would provide a general explanation of the variables including a rationale for the variable's inclusion and suggested ways of approaching the completion of each component--this section to be placed in the right-hand pocket of the Program Planning Model binder. Another section would hold the handbook, a procedural guide, which would include information about planning in general as well as about planning methods to be used in this particular school district--this section to be placed in the left-hand pocket of the Program Planning Model binder. A final section, the tabbed portion of the notebook, would contain planning worksheets with instructions and sample on the reverse along with several 'notifiers' and 'checklists' to assist planners as they proceeded through the planning process. The revised draft was finally approved by the Superintendent's Staff on February 6, 1989.

The culminating difficulty came during the production of the document. During phototypesetting, in addition to a consideration of space limitations, the typesetter had to redesign many pages for the most eye-appealing layout on the page. After each change, review and approval from the author were necessary which added to the delay. Moreover, it was required that a forms review committee officially approve all forms in

terms of their design and provide a document number for each. Camera-ready artwork for the cover had to be perfected and forwarded to the selected company in Virginia for the custom-made notebook which would hold all sections of the model. Finally, intermittent delays occurred throughout the entire production process due to equipment malfunction in the district's graphics department. Just a few days prior to the first scheduled workshop, it was necessary for the author, the manager of the graphics center, and her assistant to use equipment in a commercial graphics office in order to complete the camera-ready pages for the handbook. Due to the workload of the district's printshop at the time printing was requested for the handbook, it was also necessary to use an outside printing vendor. Securing approval after a brief bid process further added to the delay. The handbooks were finally completed for distribution on the morning of the first workshop, September 14, 1989, delivered just as the author's introduction was under way!

By the time all additions, changes, and layout revisions took place and because of the comprehensive nature of this planning document, it was clear that the proposed ten weeks was not sufficient time to pilot the model. Instead, it was determined by the author that a minimum of six months was needed just to pilot the developmental portion. Since monitoring of programs would not take place until the first year of a program's implementation and since program evaluation would not occur until a three to five-year period, it was impossible for the purposes of this study to pilot the Program Planning Model in its entirety. Even within the six-month period, no guarantee was in

effect that the model would be utilized since it was also impossible to predict what programs would be developed or which programs the Superintendent's Staff would require to be developed using the document. Nevertheless, within the six months several planners were beginning to use the document, and evaluation of the developmental components thusfar used could be achieved.

Provisions for Monitoring Progress of Implementation

Between the months of September and December and, later, in early April, eight six-hour workshops were conducted for all principals, all department heads, as well as for selected assistant principals, program managers, and specialists. A four-hour independent study component was offered for those interested in earning ten inservice points for their participation in the workshop. During the course of these workshops and, occasionally, as a result of the independent study, questions arose which sometimes required clarification. As a result of this informal monitoring process, queries, concerns, and suggestions could be noted and filed so that upon revision of the document after one year's use in the district these ideas could contribute to the model's refinement.

In addition to input received as a result of the training sessions, monitoring of progress was achieved by logging inquiries received by phone in the District Planning Center over the six-month pilot period. Each inquiry was to be documented by type:

general clarification; "how to" question pertaining to the model itself; "how to" question pertaining to acquisition of information for use on model; request for help with _____ section; problem indicated; general complaint; or positive comment. (See Appendix E:70--"Program Planning Monitoring Log Sheet") Each specialist in the department, along with the Assistant Superintendent for District Planning, was provided a log sheet and was requested to note inquiries as indicated if the author was unavailable.

Evaluation Instruments

Two separate evaluations were conducted to determine the effects of the model on two major groups in the district: 1) program planners who would be using the document to develop their programs and 2) members of the Superintendent's Staff who would determine which programs would be implemented based on the program's developmental content. Hence, two evaluation instruments were used at the end of the pilot period to assess appropriateness of the model from these two disparate perspectives: 1) Program Planner Questionnaire (Appendix F:50) and 2) Superintendent's Staff Questionnaire (Appendix G:51). Results of these two evaluations were studied to determine the degree of the model's success--attitudinally, contextually, and in terms of its overall benefit to both planners and decision-makers in the school district.

Evaluation Particulars

The evaluation of the Program Planning Model took place in March 1990 immediately following the initial six-month period subsequent to the first workshop on the use of the model in September. It was determined that for both evaluations eighty percent (80%) positive feedback by questionnaire returnees--programs planners and decision-makers--would constitute success of the Program Planning Model. One change in the proposed evaluation procedure did occur. After over a year's exposure to the decision-making process of the Superintendent's Staff, the author concluded that the additional proposed method of assessing success of the model was not feasible. This plan had entailed determining the number of times the model was utilized versus the number of programs requested by Superintendent's Staff. Due to the numerous variables affecting the Staff's decision to recommend use of the model by program planners, it was concluded that this type of evaluation would have proven invalid. Among the Staff's considerations were cost of the program, impact on the district, reworking of a previous program, state mandate-related programs, recurring grants, priorities of the Staff, political considerations, as well as a host of other intervening variables that may have affected the Staff's decision to recommend use of the model. Hence, the proposition to also determine success by a show of eighty percent (80%) utilization of the Program Planning Model by departments attempting to secure staff approval of proposals over the six-month initial utilization period was considered inappropriate and likely ineffective for the purposes of the evaluation.

CHAPTER IV

RESULTS

CHAPTER IV

Results

Because of the unique nature of this study, a pretest/posttest method was not used to determine success of the Program Planning Model. Rather, it was recommended by the University that interviews with the Superintendent's Staff and Program Planning Advisory Committee should be utilized as the pre-evaluation method for this project. As indicated in Chapter I, both of these groups felt that a need existed for the development of a comprehensive planning model, not only to assist planners to include all essential variables in their plans but also to assist the decision-making staff to make the most informed decisions about which programs to implement based on the most thorough and accessible information available at the time. Based on proof of this need, the development of the model began. Along the way, numerous mid-course corrections were made as indicated in Chapter III. In order to assess the success of the Program Planning Model, follow-up questionnaires were used to check the degree to which the final document met expectations from both program planning and decision-making perspectives. (Refer to Appendix F:71--Program Planner Questionnaire and Appendix G:73--Superintendent's Staff Questionnaire.) While the results may be considered tentative due to the current continued use of the model by those planners

who have responded to the Program Planning Questionnaire, they are, nevertheless, testimony to the perceived benefits of the model for this school district. Table 5 and Table 6 on the following pages provide the response data for each of these two groups.

It has been stated previously that after a year's observation in the District Planning Center measurement of the success of the first outcome objective was not feasible. This objective read as follows:

> Over a period of six months, at least 80% of developmental plans for programs which have districtwide impact will be created with the use of the Program Planning Model as measured by a comparison of staff and board report assessments for that six-month period to the numbers of proposals submitted to the Superintendent's Staff.

The primary reason that this objective could not ultimately be measured focused on the countless number of variables which may have affected the Staff's decision not to use the Program Planning Model. In other words, the Staff's determination not to recommend use of the model for certain programs may not have been due to the nature of the model itself but to other factors to which only the Staff has access. Therefore, the author determined not to base results on this approach.

Accurate measurement of the second outcome objective was possible, however. It focused on the personal viewpoints of both decision-makers and program planners as to the model's effectiveness from their unique perspectives. This outcome objective read as follows:

PROGRAM PLANNER QUESTIONNAIRE
EVALUATION RESULTS

TABLE 5

EVALUATION STATEMENT	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
I feel that the Program Planning Model covers all essential elements necessary for comprehensive planning.	10	2	1	0	0
I feel that the Program Planning Model is well-organized.	10	3	0	0	0
I feel that the Program Planning Model is a helpful aid in program planning.	11	2	0	0	0
I feel that the format of the Program Planning Model is user-friendly.	7	4	1	1	0
Overall, I feel that the Program Planning Model is beneficial to me as I prepare proposals for consideration by the Superintendent's Staff.	9	4	0	0	0
TOTAL:	47	15	2	1	0

SUPERINTENDENT'S STAFF QUESTIONNAIRE
EVALUATION RESULTS

TABLE 6

EVALUATION STATEMENT	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
I feel that the Program Planning Model includes the most critical planning variables needed to plan comprehensively.	2	5	1	1	0
I feel that the contents of the Program Planning Model are tailored to the needs of our district.	2	4	2	1	0
I feel that the design of the model lends itself to a succinct, yet complete presentation of a potentially complex program.	1	3	3	1	1
I feel that more confident decisions can be made regarding proposed programs by using the Program Planning Model.	1	4	2	2	0
Overall, I feel that the Program Planning Model is beneficial to me as a member of the Superintendent's Staff.	2	3	2	2	0
TOTAL:	8	19	10	7	1

> At the end of the six-month pilot period, a majority of Superintendent's Staff members and program planners will indicate that the model has contributed positively to the district's planning and decision-making processes as determined by a staff questionnaire which reflects an 80% positive response on the evaluation form.

While a majority in both groups did indicate agreement with the five positive statements about the Program Planning Model on their respective questionnaires, clearly program planners felt much more strongly than did the Superintendent's Staff that the model served their needs. Figure 3 on the following page demonstrates this comparison. In several instances Staff members were "undecided" about some elements of the model, this likely due to the fact that these decision-makers have yet to approve a program for implementation which has been completely developed using the model.

When this study began, the Superintendent's Staff consisted of twenty-two members. Currently, nineteen members serve on the Staff. Of this number, ten original Staff members still serve. Due to reorganization, five members were eliminated from their Staff positions and one was added. Seven other personnel changes have taken place within the Superintendent's Staff since the project's initiation. Of the nineteen members serving on the Staff at the time of this writing, only nine responded to the Superintendent's Staff Questionnaire after verbal reminders were made at the early April 1990 Staff meeting. Of these, a majority of sixty percent (60%) either "Strongly Agreed" or "Agreed" with statements focusing on key elements of the Program Planning Model from their perspective. Statements presented to this decision-making group for their consideration included the following:

PPM Evaluation Results

Program Planners/Superintendent's Staff

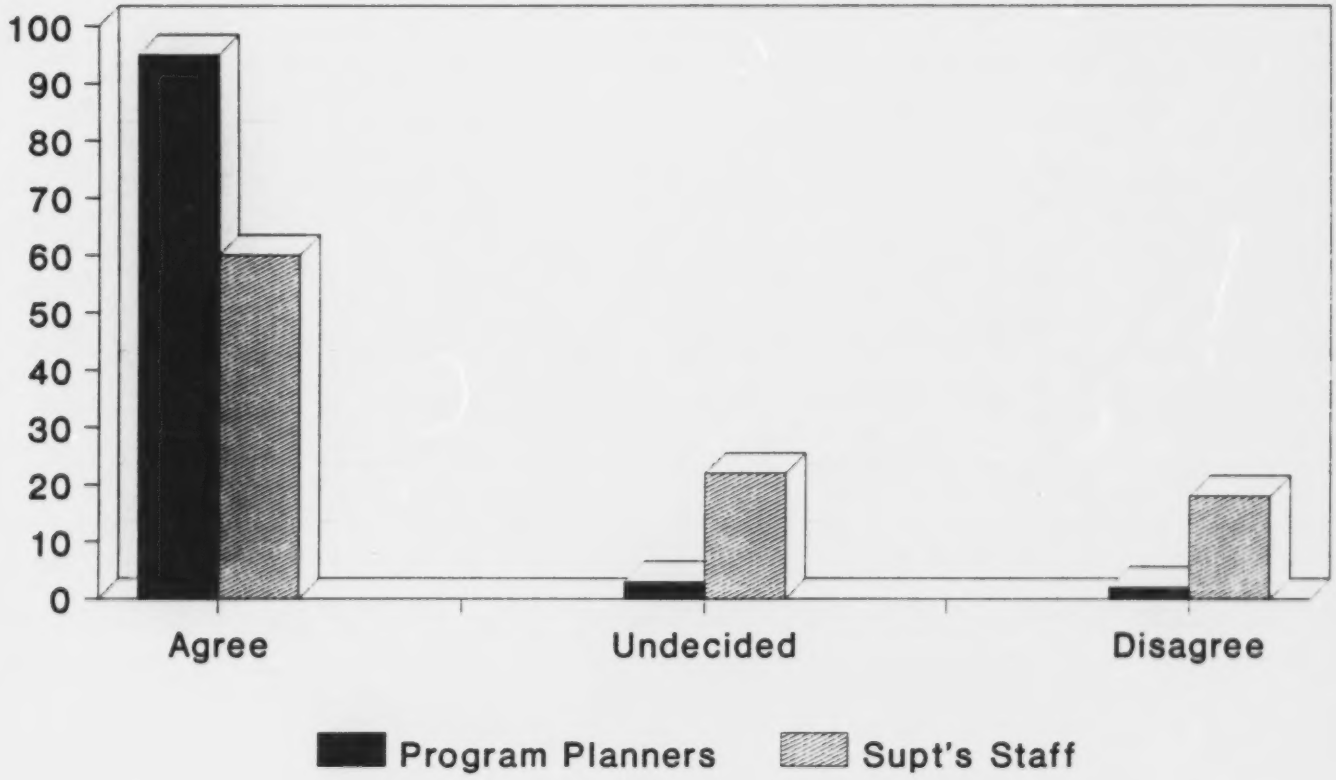


Figure 3

Percent of Total Number of Responses

1. I feel that the Program Planning Model includes the most critical planning variables needed to plan comprehensively.

2. I feel that the contents of the Program Planning Model are tailored to the needs of our district.

3. I feel that the design of the model lends itself to a succinct, yet complete presentation of a potentially complex program.

4. I feel that more confident decisions can be made by using the Program Planning Model.

5. Overall, I feel that the Program Planning Model is beneficial to me as a member of the Superintendent's Staff.

Twenty-two percent (22%) of the Staff were "Undecided." This percentage is not surprising when one considers that the Staff has not yet had the opportunity to approve a program for implementation based on the Program Planning Model's developmental components due to time constraints of this project's implementation. Finally, eighteen percent (18%) either "Disagreed" or "Strongly Disagreed" with these statements about the model's usefulness, only one respondent indicating a Strongly Disagree on one statement.

The time limitation has obviously negated any realistic assessment by Staff members of the benefit of this document to them as decision-makers since no completed proposals have actually gone before the Staff for approval. This impact, along with the high percentage of turnover among Staff members, compels one to conclude that these results are tenuous at best. Especially noteworthy is the fact that nine of these individuals had no initial input during the earliest stages of the model's development when individual interviews were being conducted to determine need from

the Staff's viewpoint. Further, since only six of these nineteen members have actually attended a training session on the use of the model and on further implications of its use in terms of benefit to the decision-making Staff, many members may not be fully cognizant of its use or benefit in terms of the decision-making process. Consideration of these various factors leads one to the position that perhaps the only valid result of this evaluation by Staff members is the twenty-two percent undecided. Those who have either agreed or disagreed, strongly or otherwise, may be predicting success or lack of success in these areas; but it is clear that they cannot verify their predictions either way. For this decision-making body, one can only assert at this juncture that a majority have the perception that the model will succeed in the areas cited above, two respondents feeling that it will not in all cases.

While the validity of the results of the evaluation completed by the Superintendent's Staff may be questionable, the evaluation completed by program planners should be more valid since this group has had current, first-hand experience with the model. Seventeen individuals who became involved in program planning which will have districtwide impact and who are using the Program Planning Model were requested to complete the Program Planner Questionnaire. Only one of these had not yet attended the workshop on the use of the document at the time the questionnaire was distributed. Of the seventeen, thirteen program planners responded. This group was requested to consider the following statements:

1. I feel that the Program Planning Model covers all essential elements necessary for comprehensive planning.

2. I feel that the Program Planning Model is well-organized.

3. I feel that the Program Planning Model is a helpful aid in program planning.

4. I feel that the format of the Program Planning Model is user-friendly.

5. Overall, I feel that the Program Planning Model is beneficial to me as I prepare proposals for consideration by the Superintendent's Staff.

Of the twelve, ninety-five percent (95%) either "Strongly Agreed" or "Agreed" with these statements. Only one was "Undecided" about the first statement and another about the fourth. One respondent "Disagreed" that the model was "user-friendly." Surprisingly, not only did the majority of program planners agree with these statements, but seventy percent (70%) of their responses fell into the "Strongly Agree" category.

In addition to the closed form, both the Superintendent's Staff Questionnaire and Program Planner Questionnaire had an open-ended segment which several respondents completed. Questions on this portion of the evaluation included the following shortened versions:

- Which segments of the Program Planning Model are most useful to you as a decision-maker/program planner?

- Which segments of the Program Planning Model are least useful to you as a decision-maker/program planner?

- What modifications in the Program Planning Model would you suggest?

- Other Comments:

Of the handful of Superintendent's Staff members who responded to this segment, the budgetary analysis was most often cited as a "most useful" component. Other components that some Staff members felt were beneficial included the Superintendent's Staff Proposal Summary, Impact Checklist, Implementation Schedule, Target Population, Program Description, and the requirement to cite the departments and schools to be impacted by the proposed program. No Superintendent's Staff member cited a "least useful" component. Other comments included the fact that more time was needed to become familiar with its use, and for one the model appeared complicated.

From the program planners' perspective, the model is a useful aid overall. Several components were cited as "most useful": the guidesheets, the handbook, notification forms, district goals and long-range objectives, Superintendent's Staff Proposal Summary, Impact Checklist of Departments and Schools, Needs Assessment, Implementation Schedule, Evaluation, and one cited in her own terms its "comprehensiveness." Only one respondent indicated a least useful component, Focus IV: Methods but did not specify the reason. One suggested that the document be simplified further (the same respondent who did not feel that it was user-friendly). Finally, one expressed a concern that "an extensive time delay may occur due to the volume and frequently (sic) of contracts required."

It is clear that from the program planners' perspective the Program Planning Model is a beneficial document. It is also clear that the Superintendent's Staff as it is currently configured does not as a group unanimously embrace the document at this

time. While this statement may be true, it is, nevertheless, important to note that at least a majority of its members perceive that the positive attributes of the model which were cited in the questionnaire will, in fact, be realized in future. Perhaps the most positive endorsement of the model came from two program planner respondents. One stated that "[t]he ability to follow a standard procedure to include all impacted groups in a cooperative effort greatly enhances the process for developing district-wide programs." The second added that the model "encourages visionary planning and communication with other segments of the School Board as a whole." Both comments are, on the whole, encouraging and point to the positive acceptance of this program planning document.

CHAPTER V

RECOMMENDATIONS

CHAPTER V

Recommendations

While the original intent of the Program Planning Model focused exclusively on the developmental side of planning for districtwide programs, the intent which later evolved is quite different--inclusive of implementation, monitoring, and evaluation variables--culminating in a 'total' plan. As a result of the changes that occurred over the course of the model's development, it is clear from both evaluation comments and informal statements by those currently involved in program planning that other uses of the model can certainly be expected. Already several unanticipated uses have surfaced. Three primary areas include a modified version for school use; departmental uses to determine the best way to plan for departmental reorganization, departmental projects and state-mandated policies affecting departments; and use in the action planning phase of the district's five-year strategic plan. Any recommendations for future utilization of the document would certainly include these uses.

As early as the Program Planning Advisory Committee stage, participating principals intimated that perhaps this model could be used within the school itself, possibly, even at the classroom level. More recently, a comment included in one evaluation by program planners suggested that the District Planning Center "[c]reate a modified, short version for projects which do not require the degree of planning that a full district-wide project may have." Taken together, these two suggestions have

implications for potentially all staff members involved in any type of program or project planning. Based on this input, the first recommendation, then, would be to identify specific needs of planners in school centers, including administration and teachers, to assess the type of assistance such a model could afford them. Once determined, a shortened version of the model should be developed for use as needed by these two planning groups.

Implications for further departmental use are also consistent with comments received by program planners who evaluated the model. In one department alone, the model is being utilized in three unique ways: 1) in the reorganization of the department after the hiring of a new director; 2) in the planning of any program or project for which any specialist is responsible; and 3) in the determination of actions needed to be taken in order to address state-mandated policies which affect the department and, by association, which affect other departments in the same division. Through the use of the Program Planning Model, objectives in each area were clearly identified, impact anticipated and assessed, program designs modified, and a thorough budget prepared.

As the director of this department indicated, with the Program Planning Model's assistance, her job, as well as the job of her specialists, was made that much easier. A letter to the Assistant Superintendent for District Planning candidly expressed this sentiment. Creative uses of this planning document such as these should certainly be encouraged. Bulletins to departmental staff members and informational updates should include the sharing of such insightful uses of the document. In addition, as workshops

continue, this information should be included as part and parcel of the workshop's syllabus.

One final area in which the Program Planning Model will play a significant role is in the development of the district's five-year strategic plan. In January 1990 a thirty-member strategic planning committee, consisting of both community and staff members, met to discuss long-range goals of the school district. As a result of an intensive three-day series of deliberations, three primary goals and twelve specific strategies were outlined by group consensus. In March 1990, eight hundred fifty community and staff volunteers were charged with the responsibility of creating action plans to meet each of the twelve strategies, each strategy corresponding to a team of volunteers. By October of 1990 each "Action Team" will research potential programs to fulfill the needs of its respective strategy. Options will be then be reviewed and considered before the team makes a recommendation to the original strategic planning committee which, in turn, will recommend selected action plans to the seven-member School Board.

Between the selection of program options and the actual creation of action plans, it is essential that team members carefully develop their program ideas, not only to clarify the planners' vision of each potential program in operation but also to aid in the narrowing of selected options. In concert with this consideration, the author had recommended to the Assistant Superintendent for District Planning that each team leader become familiar with the developmental planning components of the Program Planning Model. In this way a more clearcut picture of each program would be able

to be created for the team's consideration prior to their recommendation to the strategic planning committee.

As a result of the request to train action team leaders in the use of the Program Planning Model, all team leaders have become acquainted with components essential to developmental planning--including needs assessment strategies, the writing of measurable objectives, program design, methodology, impact analysis, and resource/budgetary assessment. By mid-summer of 1990, all teams will have completed their developmental plans and will be in much better stead to determine which plans ultimately should be recommended to the committee in October. Without the assistance of the Program Planning Model, the writing of implementation plans could potentially be a much more difficult task and vital components might be overlooked by many of these lay planners.

In addition to these specific future uses of the Program Planning Model, use in the development of programs which have districtwide impact or significant cost will continue through regularly scheduled workshops throughout the coming years. Originally, it was determined that all principals and department heads should receive copies of the document. Since these workshops began in September of 1989, however, literally dozens of other employees--assistant principals, specialists, program managers--have requested their own individual copy. As a result of these requests over the course of the eight workshops thusfar completed, the author has already received permission from the Associate Superintendent for Instruction to forward a bulletin to

all principals and department heads to offer additional copies to interested staff at the cost of the notebook and printing to be charged to the requesting department or school. In this way the use of the model should increase and creative uses of the document expanded.

The development of the Program Planning Model will have a lasting impact on this school district's method of planning for major programs. While one program planning evaluator expressed frustration that, currently, not all programs are being developed using this system, it is clear that even the most seemingly subsidiary components of the process have already affected the planning habits of many of our program planners. At the very least the concept of collaboration among departments to develop significant components of program design, interaction with the Department of Research and Evaluation to assist with program objectives and evaluation procedures, and communication of the development of the program internally all have been clearly adopted by many planners even though they have not necessarily been directed by Superintendent's Staff to utilize the document. With the momentum inherent in continued training in this program planning process and with clear administrative support, the Program Planning Model should provide many years of circumspect and collaborative planning guidance for this school district. If we trust to the knowledge that anticipatory, comprehensive planning is as vital to the success of a program as the equipment and supplies to support it; the personnel to operate it, or the money to fund it, then that program's success will be more than likely; it will be virtually guaranteed.

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Dyrenfurth, Michael J. and William S. Dunlap. Local Administrators' Planning Handbook. Jefferson City: Missouri University, 1981.

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Lucco, Robert J. "The Planning, Evaluation and Resource Management Model: PERM." Volume 1 in the PERM Handbook Series. Hartford, CT: Connecticut State Department of Education, October 1980.

Meehan, Anna. C., Assistant Superintendent for District Planning. Palm Beach County Schools. Personal Interview. March 3, 1988.

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"Public Schools: Information for Parents: 1987-88," Palm Beach County Schools, 1988.

Reid, William. "Institutions and Practices: Professional Education Reports and the Language of Reform." Educational Researcher. Vol. 16, No. 8 (November 1987): 10-15.

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Superintendent's Staff. Personal Interviews. Palm Beach County Schools. March 16 - April 12, 1988.

ANNOTATED BIBLIOGRAPHY

Annotated Bibliography

Confronting Change in Education

Burrello, Leonard C., et.al. Collaborative Planning Guide for Personal Development: Organizing for Change Through Planning. Bloomington, IN: National Inservice Network, 1981. ERIC ED 215 997.

Burrello stresses that needs assessment is "problem-focused." He identifies "guiding principles" behind a determination of need and points to common errors found in needs assessment analyses. As part of the planning process, the author suggests that planners can teach personnel how to be a part of change.

Cook, William J. Jr. "The Urgency for Change." Lecture on Changes Confronting Education. Cambridge Management Group, Inc., 1986.

Cook stresses the intensified wave of change on our society. He highlights four primary areas of change: demographics, including the aging population, the diversification of the family unit, the aging population, and the transition from a nation with minorities to a nation of minorities; economics, from an agrarian to an age of information; the transformation of human values; and worldwide competition in the free market.

Doll, Ronald C. Curriculum Improvement: Decision-Making and Process. 6th ed. Boston: Allyn and Bacon, Inc., 1986.

Doll moves from the historical and philosophical foundations for curriculum change through psychological social and cultural forces affecting curriculum to the planning process leading to its improvement. Highlighted are participant roles, the problems of communicating change, and leadership dimension to foster the assimilation of change into current systems.

Eisner, Elliott W. The Educational Imagination: On the Design and Evaluation of School Programs. New York: Macmillan, 1979.

Eisner offers general insights into curricular design and change, educational criticism, and the "forms" and functions of evaluation.

Fullan, Michael. The Meaning of Educational Change. New York: Columbia University, 1982.

Fullan analyzes "why planning fails," specifically pointing to inaccurate assumptions of planners as well as the fact that some problems are simply not solvable.

Lennon, Gale G. and Merton Johnson. "A Guide for the Internal Review of Your School Management System: A Component of the District Office Self Assessment and External Review of Your School Management System: A Component of the District Office Self Assessment and External Review System." Paper presented at the annual meeting of the American Association of School Administrators, 1981. ERIC ED 226 448.

Lennon and Johnson propose a system to improve school management. Guidelines for internal and external reviews and recommendation procedures are included.

Meehan, Anna C., Assistant Superintendent for District Planning. Personal Interview. March 3, 1988.

Mrs. Meehan stressed the importance of comprehensive planning needs due to the size and expansion of the district. Included among comprehensive planning variables, she indicated, were proactive planning methods and communication strategies among district departments and schools.

Reid, William. "Institutions and Practices: Professional Education Reports and the Language of Reform." Educational Researcher. Vol. 16, No. 8 (November 1987): 10-15.

The author's premise follows: "The basic tendency of institutions is towards the preservation of established practice. Until one can appeal to an individual's sense of "virtue," Reid submits that one cannot move to genuine reform in the institution. The difficulty lies in our age of "specialization," he contends, which is not easy to reconcile with "virtue."

Superintendent's Staff. Personal interviews. March 16-April 12, 1988.

Interviews conducted with the twenty-one Superintendent's Staff members revealed a need for comprehensive planning and a consistent method of providing it (See Appendix B: "Superintendent's Staff Interview - I" and Appendix C: "Superintendent's Staff Interview - II.")

Long-Range Planning

Beach, Robert H. and William D. McInerney. "Educational Planning Models and School District Practice." Planning and Changing. Vol. 17, No. 3 (Fall 1986): 180-191.

The question of the efficacy of theoretical planning is addressed in this article. The authors discuss whether "rational" planning or "non-rational" planning is actually occurring in school districts, concluding that most school districts use the latter, involving people input as opposed to numbers only.

Lewis, James Jr. Long-Range and Short-Range Planning for Educational Administrators. Boston: Allyn and Bacon, Inc., 1983.

This text comprehensively covers the strategic planning process, from selecting program strategies to developing operational plans and using planning controls within the system. Its appendix, over 100 pages long, provides sample forms for each recommended action to accomplish the district's overall strategic plan.

Planning for Tomorrow's Schools: Problems and Solutions. American Association of School Administrators, 1983.

This booklet stresses the importance of planning and discusses several different long-range models for planning, including the Council of Educational Facility Planners'(CEFP) Model, the Utah State Office of Education Model, the "Long-Range Planning Process" of Whitefishbay, Wisconsin, and the Minneapolis Public Schools' Five-Year Plan.

Readling, John and Lawrence A. Kiley. "Accountability and Productivity through Educational Planning." Paper presented at the annual meeting of the International Society for Educational Planning, October 1981.

Readling stresses that change efforts can best be accomplished during periods of executive change. The author provides a five-step cycle: 1) analysis of existing conditions; 2) diagnosis; 3) prescription; 4) program implementation; and 5) evaluation.

Wing, Richard L. et.al. Curriculum Development: A Handbook for School Districts. Albany, NY: New York State Education Department, 1982.

The author describes the role of the state and local districts in curriculum development with emphasis on leadership and supervision.

Whritner, John A. and Arthur P. Antin. Program Planning--Using Management by Objectives in School Administration. Englewood Cliffs, NJ: Prentice Hall, 1972.

Whritner stresses the importance of program planning for major decisions in education. He explains that the process involves "setting your sights on a target, developing a way of getting to it, and then determining how well you have done in reaching the target in the desired manner."

Planning Models

Dyrenfurth, Michael J. and William S. Dunlap. Local Administrators Planning Handbook. Jefferson City: Missouri University, 1981.

This handbook assists vocational educational administrators to enhance planning in the following eight areas: setting goals and objectives, collecting internal and external data, using this data, analyzing costs, identifying resources, meeting accountability mandates, developing productive working relationships with organizations, and providing personal academic development.

Hannafin, Michael J. and Bradley K. Barrett. "Using the PDK Educational Planning Model to Neutralize a Vocal Minority." Phi Delta Kappan. Vol. 65, No. 3 (November 1983): 216-217.

This article describes a long-range planning model (the PDK Planning Model) designed to involve community members, staff members, and students in decision-making.

Lucco, Robert J. "The Planning, Evaluation and Resource Management Model: PERM." Volume 1 in the PERM Handbook Series. Hartford, CT: Connecticut State Department of Education, October 1980.

This handbook introduces the Planning, Evaluation, and Resource Management Model (PERM). It provides an overview of the planning process, explains the PERM "phases," and recommends who should be responsible for each phase.

"Program Design." Bismarck, ND: United Tribes Educational Technical Center, 1982.

Seven components of program design are recommended in this document: needs assessment, establishment of goals, objectives and activities, a plan for administering the program, consultations, and coordination of efforts. The study concludes that "design is based on needs and evaluation is conducted based upon the design."

Rusnell, Dale. Continuing Education Evaluation Manual for School Districts of British Columbia. Victoria: British Columbia Department of Education, 1985.

Rusnell focuses exclusively on the phases of a program review for an entire school district. His evaluation plan consists of a community profile, a review of philosophy and goals, program evaluations, internal and external studies, and an implementation plan.

Ullmer, Eldon J. "Work Design in Organizations: Comparing the Organizational Elements Model and the Ideal System Approach. "Educational Technology. Vol. 26, No. 4 (April 1986): 12-18.

Ullmer compares Gerald Nadler's "Ideal System Approach" to Roger Kaufman's "Organizational Elements Model." He finds the latter "too simplistic and inflexible to provide a basis for the type of planning that many contemporary social and technological problems require."

Planning Variables

Cheney-Stern, Marilyn R. and Allen L. Phelps. "Development of Procedures for Assessing the Impact of Vocational Education Research and Development on Vocational Education (Project IMPACT). Volume 9, Executive Summary. Urbana: Illinois University, 1980.

This source provides an overview of Project IMPACT, specifically assessing the impact of research and development activities on vocational educational programs.

Johnson, William. "Two methods of Scoring Discrepancy Format Needs Assessment Instruments" Journal of Experimental Education. (Fall 1986): 36-42.

Two different methods for determining needs assessment are compared in this article. The author concludes that a simplistic method for calculating needs assessment yields "statistically equivalent results."

Smoak, Maria G. and Phillip L. Latham. "A Summary of an Investigation of the Impact of Advisory Committees." Columbia, SC: South Carolina State Department of Education, 1981.

This study addresses the question as to whether or not advisory councils are having an impact on vocational education programs in South Carolina. It concludes that these programs were only minimally affected. Thirteen recommendations are made for achieving successful advisory group input.

Wilson, Sandra. "Planning for School Improvement Using Quantitative and Qualitative Data." Planning and Changing. Vol. 18, No. 2 (Summer 1987): 106-119.

This article stresses that qualitative data are based on variables that are not easily defined as are quantitative data and, hence, may not be consistent from school to school. Nevertheless, providing both types provides a "truer" picture of the school, the author contends.

Program Evaluation

"Comprehensive Plan for Program Evaluation." Orlando, FL: Orange County Public Schools, 1985.

This document addresses the question: "Are programs showing satisfactory progress in achieving desired results and if not, why not?" It highlights a five-year plan for districtwide evaluation, discusses how best to select the programs which will undergo evaluation, and suggests an evaluation design with timeline.

Martin, Marilyn. A Framework for Identifying Information Needs for Evaluation Planning. Kalamazoo, MI: Western Michigan University, 1980.

Martin suggests a comprehensive approach to the task of evaluation. A look at goals and objectives is a start; however, the evaluation should then consider "program setting, the audiences involved, and the decision to be made, as well as possible unintended outcomes and side effects."

Masse, Berard. "When Programs Must Be Cut, Use This Plan to Determine What Goes and What Stays. The American School Board Journal. Vol. 169, No. 10 (October 1982): 36-37.

Masse stresses that "simple self interest--comes first for most people." Using this premise, the author offers a strategy for rigorously reviewing program effectiveness.

Plakos, Marie, John Plakos, and Robert Babcock. Workbook on Program Evaluation. California State Department of Education, 1978.

This "workbook" is a training program in "basic evaluation concepts and skills." Its purpose is to help districts determine the success of programs at the school or district levels.

Rutman, Leonard. Planning Useful Evaluations. Volume 96. Beverly Hills, CA: Sage Publications, 1986.

This book confirms the need for program assessment, explains factors which can affect evaluation procedures, and discusses methods of planning evaluations.

Tenenbaum, Bonnie. Project ADVANCE: Evaluation Manual: Mt. Diablo Unified School District. Concord, CA: Mount Diablo Unified School District, 1980.

In this evaluation manual, Tenenbaum highlights methods for collecting data, presenting needs summaries to decision-making councils, and explaining how to prioritize needs. Further, the author states that priority should be given to those "goals which rank high in importance and low on performance."

Warner, Rawleigh Jr. "The Board Chairman (of Mobil Oil Corp.) Says: Manage by Objectives." The Executive Educator. Vol. 1, No. 11 (November 1979): 24-25.

Warner stresses that the mark of a successful corporation is an orientation toward results rather than processes. The author recommends that educators follow suit and "manage by objectives." This process includes 1) setting objectives and defining a way of evaluating them; 2) developing an action plan for achieving objectives; 3) coaching and counseling along the way; 4) appraising performance annually.

APPENDICES

Appendix A

PROPOSED ORGANIZATIONAL STRUCTURE

Structural changes in our organizational plan are proposed in an effort to continue to strengthen the quality of services provided by the Superintendent's office, the Deputy Superintendent's office, and the Divisions of Planning and Operations, Instruction, and Administration. The dramatic increase in district responsibilities resulting from our extensive building and renovation program, the implementation of a comprehensive administrative/instruction computer system, increased state mandates, and specialization of departmental and school center functions require that changes be made to meet current and future demands.

PRIMARY OBJECTIVES:
The primary objectives addressed in the proposed organizational structure were:

1. To establish a viable mechanism for coordinating and monitoring long-term and short-term systemwide planning efforts
2. To streamline specific departmental functions to ensure efficiency
3. To realign specific departments to improve communication, service, and planning

MAJOR CHANGES
District Planning Center

A District Planning Center is being established for the purpose of:

1. Coordinating and monitoring systemwide long-term and short-term strategic planning efforts
2. Conducting research on topics of critical interest
3. Preparing reports on specific subjects
4. Assessing the impact of decisions on fiscal/personnel resources, facilities, and the instructional program
5. Analyzing feasible alternatives for proposed actions
6. Participant in inter-agency planning
7. Identifying resources available through federal, state, and private agencies to assist in the program planning and implementation process
8. Communicating with designated staff members, community representatives, business leaders and legislators on pertinent educational matters

The attached organizational chart reflects the changes which would enhance the ability of the school system to manage its responsibilities in a more effective manner.

I recommend that the School Board approve the proposed reorganization plan and authorize the Superintendent to make the necessary adjustments.

Respectfully submitted,

xxxxxxxxxxxxxxxxxxxxxx
Superintendent

Recommended by:

Appendix B

SUPERINTENDENT'S STAFF INTERVIEW - I

1. What conditions in our School District do you feel contributed to the development of the District Planning Center?

2. What do you perceive to be the most pressing needs of the school district that the District Planning Center can address?

3. What do you feel is the primary function of the District Planning Center?

4. What major considerations of developing new programs or projects do you perceive to be of greatest importance to an efficient school district?

5. Do you perceive any obstacles to the District Planning Center's venture? If so, what type do you perceive to be of primary concern?

6. Are you aware of other school districts' utilization of similar centers such as the District Planning Center to their advantage? If so, how?

Appendix C

SUPERINTENDENT'S STAFF INTERVIEW - II

1. When a project or proposal is presented to the Superintendent's Staff for consideration, which of the following variables do you feel are necessary to help you make a decision?

    a. establishing a need for the program
    b. linking goals to district goals
    c. setting clear, measurable objectives
    d. establishing activities to meet objectives
    e. budgetary considerations
    f. staff development needs
    g. funding sources/supplementary resources
    h. impact on other departments/schools
    i. plan for administering the program
    j. marketing strategy
    k. monitoring progress of program
    l. evaluation plan
    m. method of reporting to Staff on progress or evaluation

2. Which of the above variables that you feel are vital to the decision-making process are <u>most often not included in program proposals</u>?

3. Are there <u>other variables not mentioned</u> above that should be included in a program proposal? If so, what are they?

4. Which of the following aspects of "e. budgetary considerations" do you feel proposals most often omit?

    a. personnel needed to implement program
    b. facilities needed to implement program
    c. materials/equipment needed to implement program
    d. time needed to implement program
    e. anticipated costs beyond first fiscal year

5. When the District Planning Center performs a program analysis what information could the Center generate that would be most helpful to you?

OTHER COMMENTS:

Appendix D

DEVELOPMENTAL PROGRAM PLANNING CHECKLIST

	YES	NO	N/A
1. Has a needs assessment been conducted? (I)			
2. Has the method to assess needs been identified? (I)			
3. Has the "issue" been determined? (I)			
4. Has the most likely cause of the issue been uncovered and named? (I)			
5. Has the target been specifically identified? (I)			
6. Has the corrective or enhancing action been formulated? (I)			
7. Have all essential program characteristics been described? (II)			
8. Have program sites been named and a rationale for their selection cited? (II)			
9. Have all significant program operating procedures been explained? (II)			
10. Has an explanation of program requirements been included? (II)			
11. Have constraints been addressed? (II)			
12. Are recommendations noted for optimal program operation? (II)			
13. Has the appropriate district goal been identified which this program supports? (III)			
14. Has at least one "overall objective" of the program been stated in measurable terms explaining why, who, what, and when? (III)			
15. Have several "performance objectives" been written for each "overall objective"? (III)			
16. Has a rationale been included for the selection of this program idea over other alternatives? (IV)			
17. Has the method for selecting program participants been included? (IV)			

*Focus areas are identified in parentheses (I-VI).

DEVELOPMENTAL PROGRAM PLANNING CHECKLIST
(Continued)

	YES	NO	N/A
18. Has the method for selecting staff been included? (IV)			
19. Has the method for training staff been included? (IV)			
20. Is a general internal communication plan cited? (IV)			
21. Is a general marketing plan explained? (IV)			
22. Is the anticipated method of evaluation included? (IV)			
23. Has impact on students been assessed? (V)			
24. Has impact on the community been assessed? (V)			
25. Has impact on school center personnel been assessed? (V)			
26. Has impact on district administrators been assessed? (V)			
27. Have all items needed for the program been identified in the budget? (VI)			
28. Have all costs been calculated for these items? (VI)			
29. Have all items which will be funded externally ("$ FUNDED") been identified? (VI)			
30. Have all items which will be funded internally ("$ REQUESTED") been identified? (VI)			
31. Have one-time costs ("OTC") been checked? (VI)			
32. Has the "BUDGET SUMMARY SHEET" been completed? (VI)			
33. If the program is to run beyond one year, has the page entitled "PROJECTIONS BEYOND FIRST FISCAL YEAR" been completed? (VI)			
34. If the program is to run beyond one year, has the page entitled "TOTAL BUDGET BEYOND FIRST FISCAL YEAR" been completed? (VI)			
35. If the program is a pilot, has the page entitled "PILOT PROJECTION COSTS" been completed? (VI)			

Program Planning Model Monitoring Log Sheet

NAME OF USER/DEPT./PX	DATE	QUESTION	CONCERN	FEEDBACK PROVIDED

Appendix F

PROGRAM PLANNER QUESTIONNAIRE

One year ago, on February 6, 1989, the Superintendent's Staff approved the implementation of the Program Planning Model for use when developing program ideas having districtwide impact or significant cost. This brief questionnaire pertains to your assessment of this program planning document.

DIRECTIONS:

Please answer the first five questions below by indicating whether you "STRONGLY AGREE," "AGREE," are "UNDECIDED," "DISAGREE," or "STRONGLY DISAGREE." For the remainder, please express your viewpoint by writing out your response.

		STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1.	I feel that the Program Planning Model covers all essential elements necessary for comprehensive planning.	☐	☐	☐	☐	☐
2.	I feel that the Program Planning Model is well-organized.	☐	☐	☐	☐	☐
3.	I feel that the Program Planning Model is a helpful aid in program planning.	☐	☐	☐	☐	☐
4.	I feel that the format of the Program Planning Model is user-friendly.	☐	☐	☐	☐	☐
5.	Overall, I feel that the Program Planning Model is beneficial to me as I prepare proposals for consideration by the Superintendent's Staff.	☐	☐	☐	☐	☐

question.ppm/cc

Continued on back...

Which segments of the Program Planning Model are most useful to you as a program planner?

Which segments of the Program Planning Model are least useful to you as a program planner?

What modifications in the Program Planning Model would you suggest?

Other Comments:

Please return to Claudia Crawn, District Planning Center, Building 3930, Suite 3004, by March 9, 1990. Thank you for taking the time to respond to this questionnaire.

Appendix G

SUPERINTENDENT'S STAFF QUESTIONNAIRE

One year ago, on February 6, 1989, the Superintendent's Staff approved the implementation of the Program Planning Model for use when developing program ideas having districtwide impact or significant cost. This brief questionnaire pertains to your assessment of this program planning document.

DIRECTIONS:

Please answer the first five questions below by indicating whether you "STRONGLY AGREE," "AGREE," are "UNDECIDED," "DISAGREE," or "STRONGLY DISAGREE." For the remainder, please express your viewpoint by writing out your response.

		STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1.	I feel that the Program Planning Model includes the most critical planning variables needed to plan comprehensively.	☐	☐	☐	☐	☐
2.	I feel that the contents of the Program Planning Model are tailored to the needs of our district.	☐	☐	☐	☐	☐
3.	I feel that the design of the model lends itself to a succinct, yet complete presentation of a potentially complex program.	☐	☐	☐	☐	☐
4.	I feel that more confident decisions can be made regarding proposed programs by using the Program Planning Model.	☐	☐	☐	☐	☐
5.	Overall, I feel that the Program Planning Model is beneficial to me as a member of the Superintendent's Staff.	☐	☐	☐	☐	☐

question.ppm/cc

Continued on back...

Which segments of the Program Planning Model are most useful to you as a decision-maker who helps to determine which programs will be implemented in our school district?

Which segments of the Program Planning Model are least useful to you as a decision-maker who helps to determine which programs will be implemented in our school district?

What modifications in the Program Planning Model would you suggest?

Other Comments:

Please return to Claudia Crawn, District Planning Center, Building 3930, Suite 3004, by March 9, 1990. Thank you for taking the time to respond to this questionnaire.